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ABSTRACT

This packet of evaluation guidelines and instruments, developed to aid the Kentucky Advisory Council, provides tools and guidelines for evaluating vocational education programs according to relevance of content, job entry skills, and employability skills. The first section is an overview of the evaluation procedures and describes the evaluation process, the major evaluation areas, and the necessary materials. Evaluation guidelines are presented for the State advisory council, the regional advisory committee, the regional director of vocational education, the local craft committee, and the vocational teacher. The interview guide section, designed to provide in-depth information about vocational programs, consists of questions for vocational teachers, students, graduates, and local employers. Samples of additional evaluation instruments--the program and regional profiles and the program and regional recommendation forms--are included. (NJ)

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KENTUCKY ADVISORY COMMITTEE EVALUATION SYSTEM

Prepared for

The Kentucky State Advisory Council
for Vocational Education and
Manpower Development and Training

by

The Center for Vocational Education
The Ohio State University

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FOREWORD

We are pleased to present this report to the Kentucky State Advisory Council for Vocational Education and Manpower Development and Training. This report contains the evaluation guides and instruments for the Kentucky Advisory Committee Evaluation System (KACES).

The Center would like to commend Mr. Billy Howard and the Kentucky State Advisory Council for Vocational Education and Manpower Development and Training for initiating a systematic effort to increase the involvement of advisory committees in evaluating vocational programs. Advisory committees are a valuable resource for vocational education. Efforts to use advisory committees' time wisely and their expertise productively are highly commendable.

Special acknowledgements are extended to regional vocational education personnel and advisory committee members in Region II and Region VII of Kentucky who served on the project advisory committee. Participants on the project advisory committee included Mr. Bill Hatley, Mr. John Gray, Mr. Rodney Dempsey, and Mrs. Pat Curtis from Region II and Mr. James Patton, Mrs. Dorothy Corday, Mr. George Graham, Mr. Garry Haake, Mr. Joseph Flynn, Mr. Frank B. Raine, Mr. Don Brandt, and Dr. Dennis Savell from Region VII.

Appreciation is also extended to the local craft committee members, vocational teachers and regional staff who participated in the pilot test of KACES.

Sincere thanks are extended to Dr. N. L. McCaslin who served as project director and to Ms. Kay A. Adams who helped develop and try out the evaluation system. Finally, special recognition is due to Dr. Jerry Walker, Associate Director for Evaluation, for his advice and direction and to Mrs. Marlene Linton and Ms. Mary Schmidt for their efficient typing of the manuscript.

Robert E. Taylor, Director
The Center for Vocational Education
The Ohio State University

KACES

Evaluation Guides

		Color
I.	Organization Manual	Goldenrod
II.	Guidelines for the State Advisory Council	Ivory
III.	Procedures for the Regional Advisory Committee	Cafe
IV.	Guidelines for the Regional Vocational Director	Yellow
V.	Procedures for the Local Craft Committee	Green
VI.	Guidelines for the Vocational Teacher	Blue
VII.	Interview Guide	Salmon

Kentucky Advisory Committee Evaluation System

ORGANIZATION MANUAL

Introduction

Advisory committee members form the primary link between vocational education and the manpower community. They provide advice which is not easy for vocational educators to obtain elsewhere. Yet, frequently, advisory committees are asked to evaluate vocational education programs without being given guidance or tools to use. If tools are provided, they are often long, complicated questionnaires. These questionnaires may ask for responses to many questions that advisory committees have limited knowledge about. They may leave out the questions to which advisory committees are most qualified to respond.

In order to select more meaningful aspects of vocational education for Kentucky's advisory committee members to evaluate, 40 regional advisory committee members and 40 educators from Kentucky were asked to select the aspects of vocational educations programs which they felt were the most important and least difficult for advisory committees to evaluate. These major evaluation areas are presented in rank order from the most to least important in Figure 1. The average response to the importance of evaluating each area is presented in the bar graph in the right column. The typical response to the difficulty of evaluating each area is shown in the line chart in the left column.

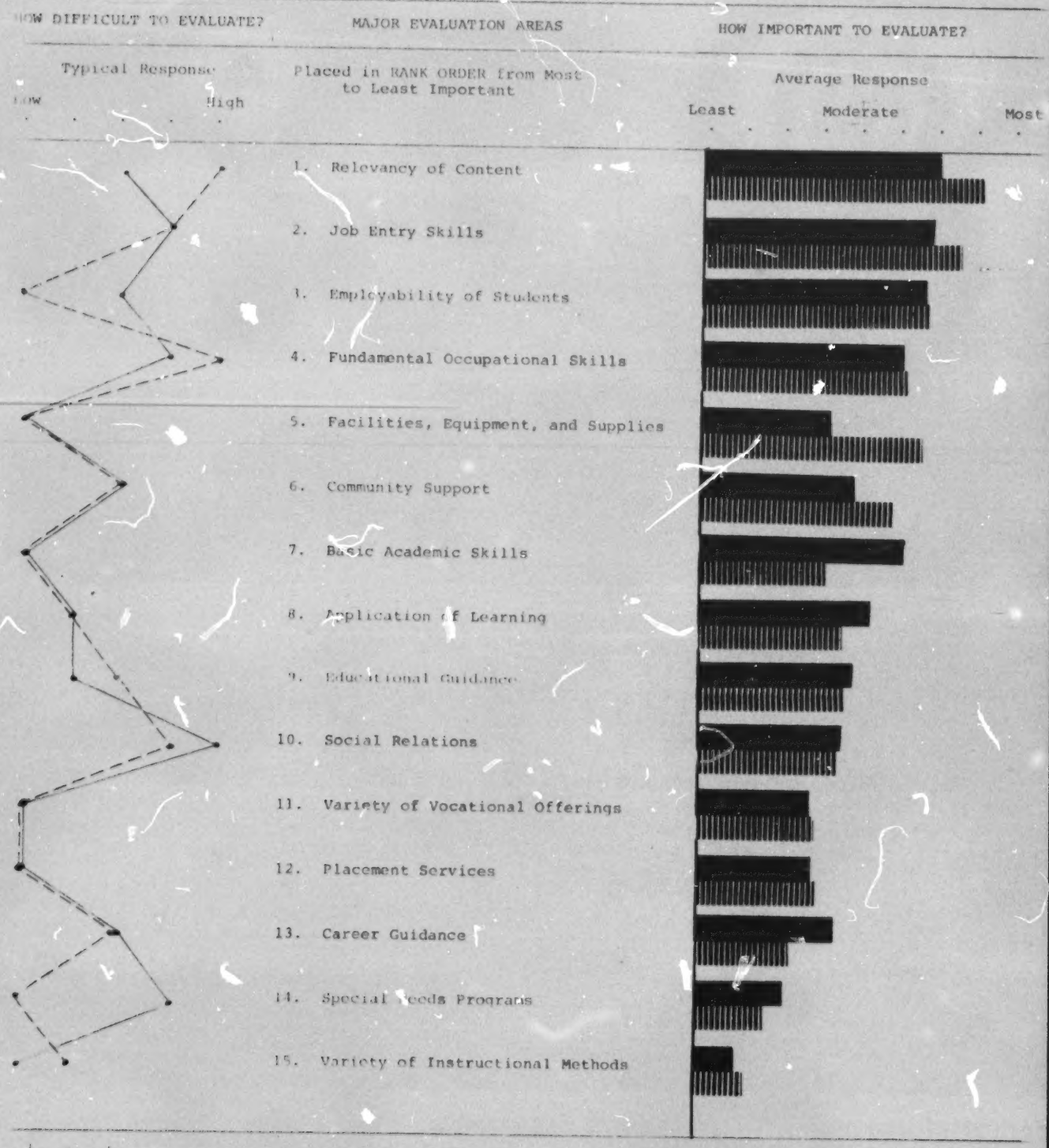
This packet of materials, "The Kentucky Advisory Committee Evaluation System" (KACES) was developed for Kentucky's State Advisory Council by The Center for Vocational Education at The Ohio State University, Columbus, Ohio. KACES provides tools and guidelines for evaluating the three areas which were selected as most important. These are: Relevance of Vocational Content, Job Entry Skills, and Employability Skills.

Purpose

The primary purpose of KACES is to help improve Kentucky's vocational education programs, not to prove whether they are good or bad. This is not an evaluation of vocational personnel. It is a method of helping advisory committees to provide advice to vocational educators. The evaluation process will help determine which aspects of the programs most need improvement and which are most outstanding. In addition, specific, practical, and meaningful feedback for making program improvements will be provided. A secondary purpose of KACES is to increase advisory committees knowledge about and involvement in vocational education so that they will be better able to provide advice.

Figure 1

Importance and Difficulty for Advisory Committees to Evaluate Fifteen Aspects of Kentucky's Vocational Programs



The importance and difficulty of evaluating these fifteen aspects of Kentucky's Vocational Programs were rated by 83 State and Regional Advisory Committee Members and Educators at a joint meeting held in Lexington, Kentucky on October 23, 1975.

Overview of Procedures

KACES calls for the participation of Kentucky's local craft committees, regional advisory committees, and its State Advisory Council in the evaluation of local vocational education programs. The evaluation is a four-stage process: orientation, investigation, interpretation, and recommendation. Each level of advisory committee will have a different role to perform in the evaluation process as illustrated in Figure 2.

Figure 2

Evaluation Process

Stage	Local Craft Committee	Regional Advisory Committee
Orientation		With assistance from the regional director of vocational education, orient local craft committees and vocational teachers in the region to the evaluation process
Investigation	Investigate the local vocational program by interviewing vocational educators, vocational students and graduates, and local employers	Assist local craft committees to investigate the local vocational programs in the region
Interpretation	Organize and interpret the interview information into a report which describes the current status, major needs, and recommendations for improving the vocational program	Summarize the information collected by the local craft committees into a regional report
Recommendation	Communicate the results of the evaluation to local vocational educators and the regional advisory committee	Report the evaluation results to the state advisory council and regional vocational educators

The State Advisory Council will initiate the evaluation process and provide guidance to the regional advisory committees. Each regional advisory committee, with assistance from the regional director of vocational education, will orient the craft committees in their region to the evaluation process and assist them in evaluating local vocational education programs.

Each local craft committee will investigate their vocational program by interviewing vocational teachers, students and graduates of the program and local employers. After completing interviews, each craft committee will meet to complete two short evaluation forms which summarize their interview findings. A Program Profile will be used to rank the overall need for improvement in each of the areas which were investigated. A Program Recommendations form will be used to record specific findings, recommendations for improvement and commendations about outstanding aspects of the program. The information on these two forms will be shared with the teachers, counselors, and principals associated with this program and forwarded to the regional advisory committee.

Each regional advisory committee will summarize the information received from all the local craft committees in their region to portray a Regional Profile and Regional Recommendations. The regional summary report will be shared with the regional vocational education staff and forwarded to the State Advisory Council.

The State Advisory Council will, in turn, summarize the regional information to create a composite State Profile and State Recommendations for improving vocational education programs in Kentucky.

A diagram illustrating the flow of information among the three levels of advisory committees and between advisory committees and vocational educators is presented in Figure 3.

Focus of the Evaluation

The evaluation will focus on three topics:

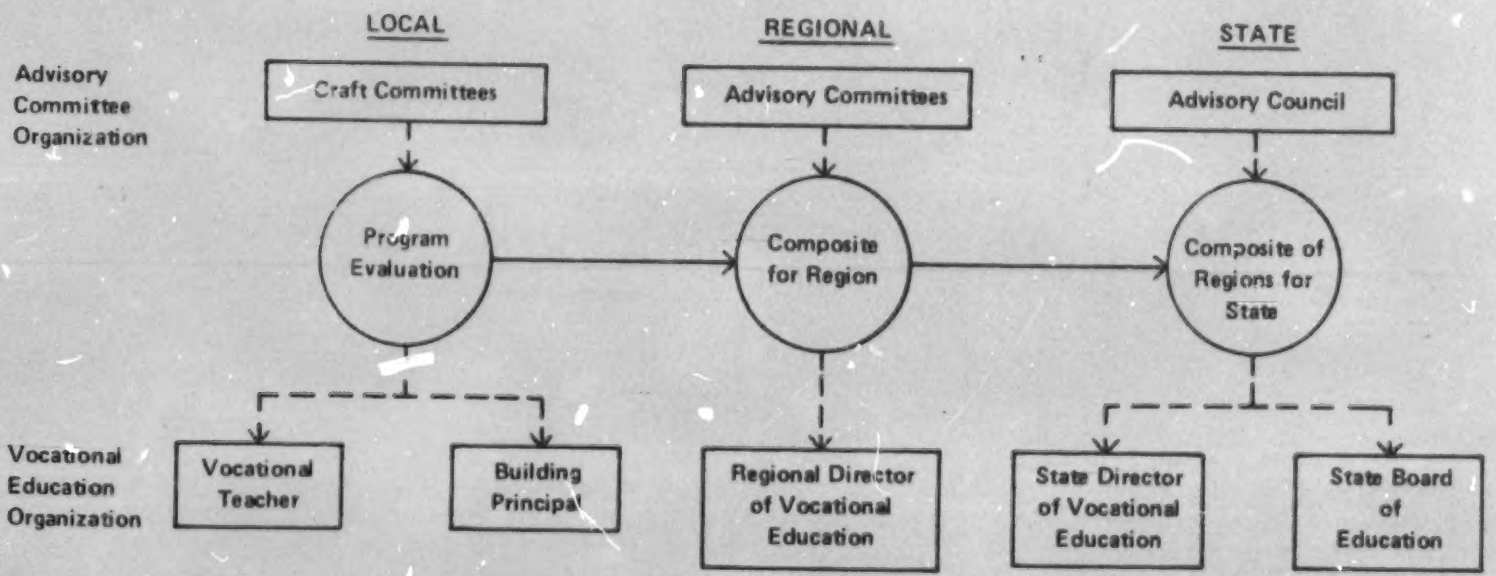
1. Relevance of Vocational Content (Is the program teaching the right content?)

2. Students' Job Entry Skills (Are students learning the content?)

3. Students Employability Skills (Are students able to locate and maintain jobs to use what they've learned?)

Figure 3

INFORMATION FLOW



Relevance of Vocational Content. The word "relevant" according to Webster, means "bearing upon the matter at hand: pertinent." The matter at hand is educating individuals for jobs in business, industry or labor. Advisory committees will look at the match between the content taught in the vocational education programs and the skills students need on the job. (See Figure 4)

Advisory committees will examine if the school has adequate practices and resources (people, money and things) for keeping the content current. But even the best practices and most up to date facilities will not assure that students receive a relevant, up to date vocational education. To test the relevance of the education which students are receiving, one must look directly at the vocational content which students are learning. Thus, the evaluation will focus on the content taught in vocational programs and courses. Current practices and trends in business and industry must also be reviewed to determine their requirements for employees. Using both sides of the picture, the fit between vocational courses and jobs in the world of work will be evaluated.

Students Job-Entry Skills. The evaluation of this topic will investigate the extent to which students are learning the occupational skills they need to perform a job. (See Figure 5) The evaluation will investigate if students are leaving their vocational program with the entry level occupational skills to perform the job for which they were trained. The evaluation will examine students' opportunities to practice their job skills in school and community-based work settings. The evaluation will examine whether there are equal opportunities for all persons in the community to develop job-entry skills. The evaluation will examine the program entry requirements, course requirements and evaluation procedures used to ensure that all students graduate with entry level job skills. Students' on the job performance will also be examined.

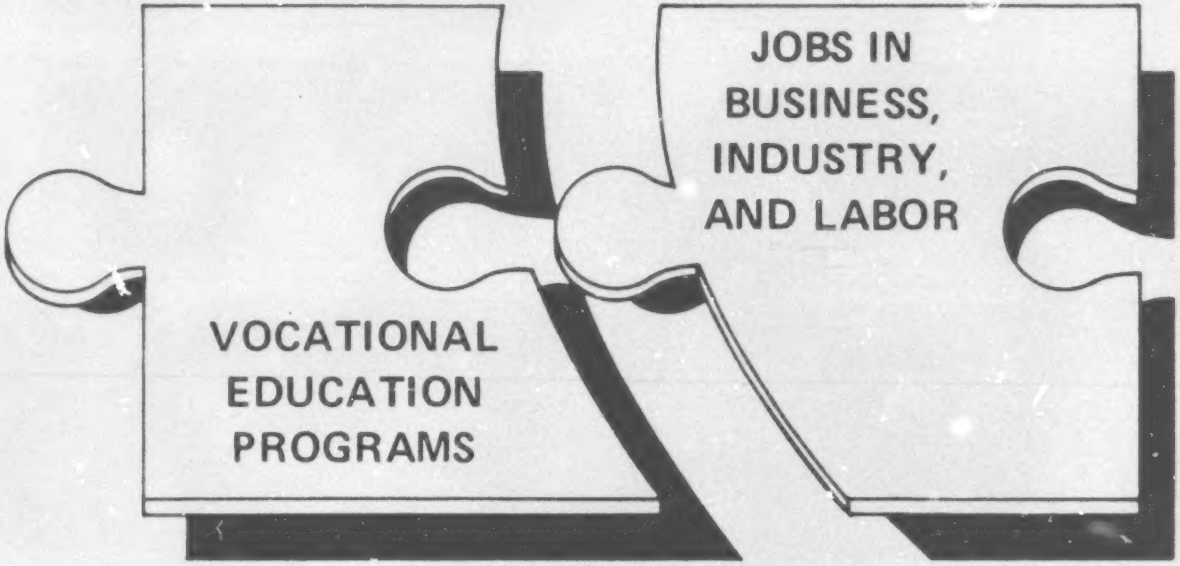
Students' Employability Skills. The evaluation of this topic will investigate if students are able to find and hold good jobs when they leave school. (See Figure 6) In order to find employment, students should know how to go about looking for and applying for jobs. But employability is not only finding a good job, it also means continuing employment and career advancement. Therefore, students' job related skills, such as work attitudes, work habits, personal habits, basic academic skills, and willingness to learn new job skills will also be examined.

Evaluation Areas

The three topics above have been expanded into 15 major evaluation areas which are presented in Figure 7. These 15 major evaluation areas form the heart of the evaluation you are about to undertake. Interview questions are organized into these areas. The two evaluation forms which will be completed are also organized around these evaluation areas.

Figure 4

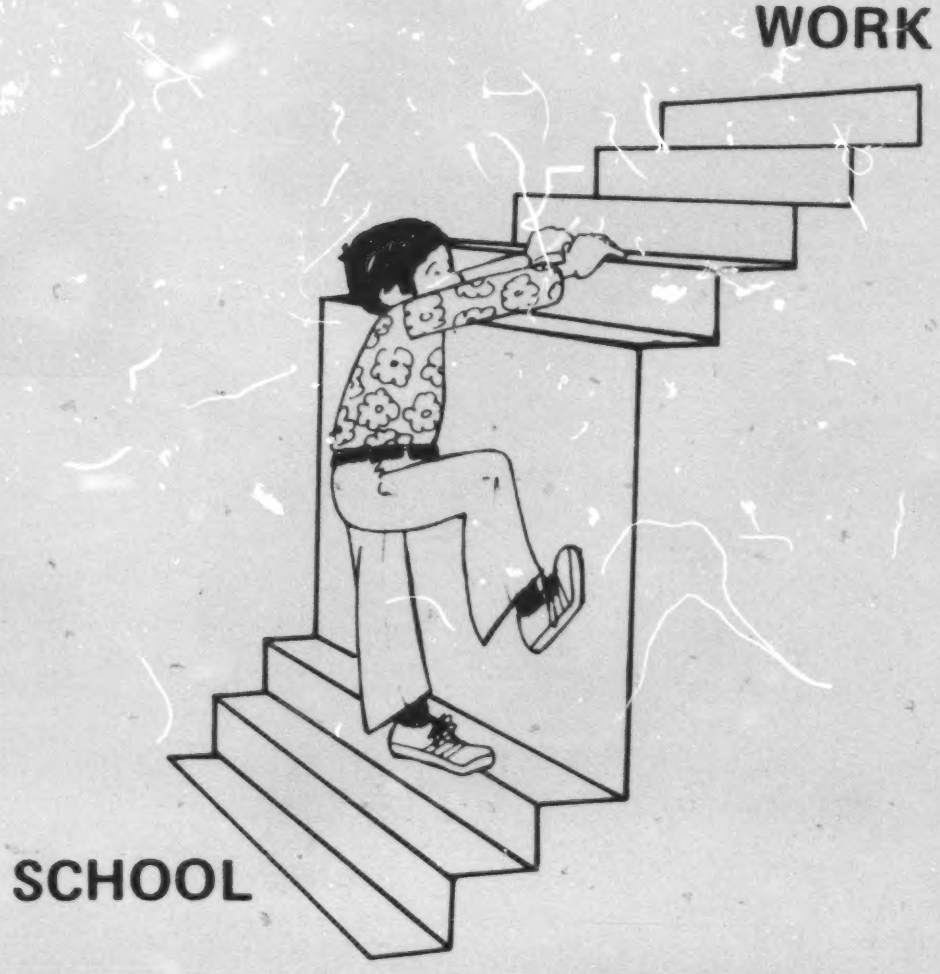
RELEVANCY OF CONTENT



HOW GOOD IS THE FIT?

Figure 5

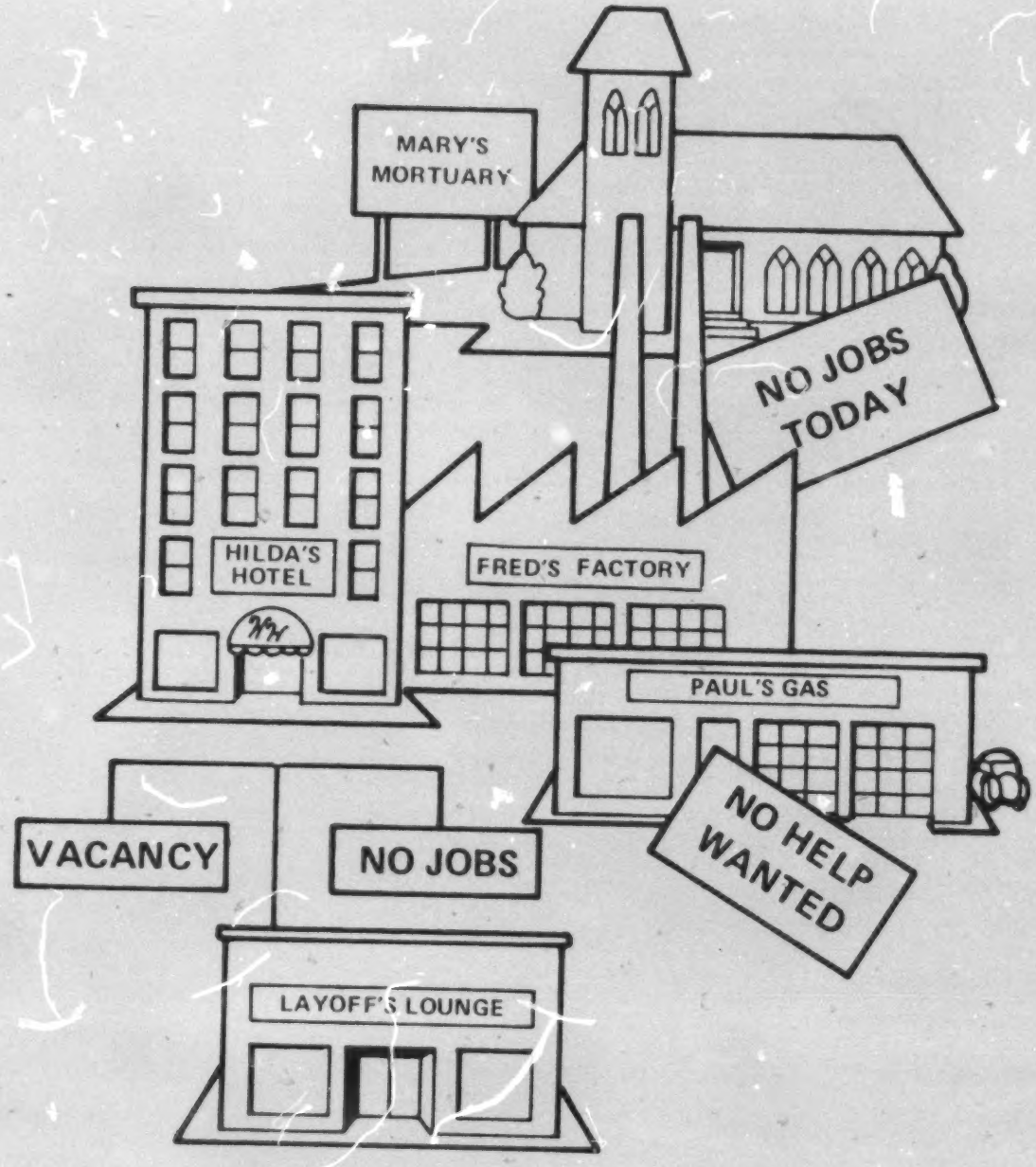
JOB ENTRY SKILLS



Do students have the entry level job skills to take the step from school to work?

Figure 6

EMPLOYABILITY



Are students able to locate and maintain jobs to use what they've learned?

Figure 7

Major Evaluation Areas

RELEVANCE OF CONTENT

A. Occupational Orientation and Exploration

B. Relevance of Course Content to Current Job Practices

C. Up to Dateness of Equipment

D. Relevance of Course Offerings to Available Job Opportunities

JOB ENTRY SKILLS

E. On-the-Job Performance

F. Laboratory and Community-Based Work Experience Opportunities

G. Equal Educational Opportunities

H. Program Entry Requirements, Course Requirements, and Student Evaluation Procedures

EMPLOYABILITY SKILLS

I. Locating Employment

J. Maintaining Employment

K. Interpersonal Relations and Public Relations with Supervisors, Co-workers and Customers

L. Work Habits and Attitudes

M. Personal Habits

N. Reading, Communication, and Math Skills

O. Continuing Career Development After Employment

Needed Materials

To complete the evaluation process, guidelines and instruments have been developed. Since each level of advisory committee has a different role to play, each level will use different materials.

Two primary evaluation instruments are needed to record the results of the evaluation. One set of instruments will be completed by each local Craft Committee as a group, by each Regional Advisory Committee as a group, and by the State Advisory Council. The title, a brief description of the purpose and the users for each evaluation instrument are presented in Figure 8. The title, a brief description of the purpose, and the users for each evaluation guide are presented in Figure 9.

Figure 8

KACES Evaluation Instruments

Evaluation Instrument	Purpose	Needed by:
Program Recommendation Form	Commendations and recommendations for improving each local vocational program will be recorded on this form by each craft committee.	4*
Program Profile Form	The degree of need for improving various areas of local vocational programs will be rated and ranked by each craft committee.	4
Regional (and State) Recommendation Form	Local commendations and recommendations will be summarized for the region (or state) and additional regional (or state) recommendations will be recorded on this form.	1, 2
Regional (and State) Profile Form	The degree of need for improving each of the programs evaluated will be summarized for the region (or state).	1, 2

* 1. Director of State Advisory Council
2. Regional Advisory Committee Chairperson
3. Regional Director of Vocational Education
4. Local Craft Committee Chairperson
5. Local Vocational Teacher
6. Local Craft Committee Members

Figure 9

KACES Evaluation Guides

Evaluation Guide	Purpose	Needed by:
a. Organization Manual	Provides an introduction to the purpose of the evaluation and an overview of the procedures.	1, 2, 3, 4, 5*
b. Guidelines for the State Advisory Council	Explains the role of the State Advisory Council in the evaluation process.	1
c. Procedures for Regional Advisory Committee	Provides step by step procedures for assisting regional advisory committees to accomplish their part in the evaluation.	1, 2, 3
d. Guidelines for the Regional Director of Vocational Education	Explains the role of the regional director in the evaluation process.	3
e. Procedures for Local Craft Committee	Provides step by step procedures for assisting local craft committees to accomplish their part in the evaluation.	4, 5
f. Guidelines for the Vocational Teacher	Explains the role of the teacher in the evaluation process.	5
g. Interview Guide	Provides introductory instructions and questions for local craft committee members to use in interviews with (1) teachers, (2) students, (3) graduates, and (4) employers.	4, 6

* 1. Director of State Advisory Council
2. Regional Advisory Committee Chairperson
3. Regional Director of Vocational Education
4. Local Craft Committee Chairperson
5. Local Vocational Teacher
6. Local Craft Committee Members

Kentucky Advisory Committee Evaluation System

GUIDELINES FOR THE STATE ADVISORY COUNCIL

A key to making the evaluation effort successful is to ensure that participants are clear about their role in the process. Since so many people will be involved in the evaluation process, this becomes a challenging task.

The State Advisory Council will be responsible for:

1. ensuring that all regional and local advisory committee members and educators understand their role in the evaluation process;

2. ensuring that all participants in the evaluation process receive the materials they need to complete their tasks and complete their tasks correctly; and

3. summarizing the information received from each region into a composite picture of the major needs, recommendations, and commendations for the State of Kentucky.

Orientation

The orientation to KACES can be accomplished in two steps: (1) the State Advisory Council holds orientation sessions in each region of Kentucky for the regional advisory council members and regional vocational staff; (2) regional council members then provide orientation sessions for local teachers and craft committee chairpersons in their region. Orientation activities should be based on the information contained in the Organization Manual. The figures in the manual can be used as transparency masters.

Organization

Since each group of people will have a different role to play in the evaluation, each group will need different materials. The evaluation materials have been divided into sections so that each person will have the instructions they need but will not be burdened with an abundance of paper. The materials needed by each group are listed on the next page.

Materials Needed by Each Group

Group	Materials Needed
State Advisory Council	- Organizational Manual - Procedures for Regional Advisory Committee - Regional (and State) Recommendations Form - Regional (and State) Profile
Chairperson of the Regional Advisory Committee (only one copy of each needed per region)	- Organizational Manual - Procedures for the Regional Advisory Committee - Regional Recommendations Form - Regional Profile
Regional Vocational Director	- Organizational Manual - Procedures for the Regional Advisory Committee - Guidelines for the Regional Director
Craft Committee Chairperson (only one copy of each needed per craft committee)	- Organizational Manual - Procedures for the Local Craft Committee - Program Recommendations Form - Program Profile - Interview Guide
Local Vocational Teacher	- Organizational Manual - Procedures for the Local Craft Committee - Guidelines for the Vocational Teacher
Craft Committee Members	- Interview Guide (Section I)
Team One	- Questions for Teachers (Section II)
Team Two	- Questions for Students and Graduates (Sections III and IV)
Team Three	- Questions for Employers (Section V)

Summarization

The entire evaluation process revolves around two short forms which will be completed at the local, regional and state levels. The local forms, Program Recommendations and Program Profile are located at the back of the Procedures for the Local Craft Committee. The regional forms, Regional Profile and Regional Recommendations are located at the back of the Procedures for the Regional Advisory Committee.

At the state level, you can also use the two regional forms to summarize the evaluation findings for the state. The State Advisory Council can also follow the same procedures presented in the Procedures for Regional Advisory Committee when summarizing the ratings, rankings, and recommendations provided by each region for the State of Kentucky.

Kentucky Advisory Committee Evaluation System

PROCEDURES FOR REGIONAL ADVISORY COMMITTEES

1. Contact the local craft committees that serve the vocational programs in your region and invite them to participate in the evaluation process. Your goals is to involve all the vocational programs in the region in the evaluation. For those vocational programs which have no local craft committee, or at best, a small or inactive one, you may want to use one or more of the alternatives listed below:

   a. Ask a local craft committee in a related occupational area to assist in the evaluation of the program.

   b. Help form a local group from the community (representatives from business/industry/labor and concerned citizens) to assist in the evaluation of the program.

   c. Have regional advisory committee members conduct the evaluation of the program.

2. Orient the local craft committees to the purpose, procedures, and expected results of the evaluation.

   a. Send an introductory letter to the chairperson of each local craft committee to ask them to participate in the evaluation. The letter should also briefly describe why the evaluation is being done and the role of the local craft committees in the evaluation process. A sample introductory letter is provided in Figure 1.

   b. If possible, also hold an orientation session with the craft committee chairpersons in the region to go through the evaluation materials and instruments. An orientation session can serve as a question and answer period to clarify the task and as a means to generate interest and enthusiasm.

3. Assist the local craft committees as they complete their part in the evaluation. If possible, each regional advisory committee member should work with the local craft committees in school or service area.

   a. Some tasks in which the local committees may need assistance are:

      (1) Contacting local employers from business and industry for interviewing.

      (2) Contacting graduates of vocational programs for interviewing.

      (3) Conducting the interviews.

Figure 1

Sample Orientation Letter

TO: Local Craft Committee Chairpersons

FROM: Regional Advisory Council

Your craft committee has been selected to help evaluate the vocational education program in your locality using the Kentucky Advisory Committee Evaluation System (KACES). Similar evaluations will be conducted throughout the state of Kentucky.

Purpose. The purpose of KACES is to help improve Kentucky's vocational education programs, not to prove whether they are good or bad.

Procedure. You will be asked to:

1. Investigate various features of the local vocational education program by personally interviewing vocational educators, vocational students, graduates, and employers;

2. Generate recommendations for improving the program;

3. Select those aspects of the program which most need improvement;

4. Report the results of the evaluation to local vocational educators and to the Regional Advisory Committee.

Use of Results. The results of the evaluation will be used at the local, regional, and state level to help improve Kentucky's vocational education programs. The information gathered by your craft committee will be shared with the principal, teachers and other vocational staff in your locality. It will also be summarized and used by vocational educators at both the regional and state levels to improve programs.

I hope that you will fully participate in the evaluation. Your involvement is essential to its success. An orientation session to explain the details of the evaluation will be held on _____ at _____. We look forward to your attendance.

b. Although no interview questions have been developed for regional advisory committees, you are encouraged to engage in interviews with students, graduates, teachers, local employers and vocational administrators. You may either use the interview guides provided for the local craft committees or generate your own questions for the 15 evaluation areas described in the Organization Manual.

4. After local craft committees complete their part in the evaluation, they will send you their local evaluation report. Each evaluation report contains three items:

   a. Completed Program Profile Form

   b. Completed Program Recommendation Form

   c. Other comments (i.e., description of any special conditions or hindrances which affect the evaluation).

Your task will be to summarize these items of information to form a total picture of the region.

5. Summarize the Program Profile Forms. The Program Profiles provide a rating and ranking of the need for improvement for various areas of local vocational education programs.

   a. Summarize the Program Ratings recorded in the right hand column of the Program Profile Form by calculating an average for each evaluation area.

      (1) Assign numbers from one to nine to each of the rating categories, starting with one at the Low end of the scale and end with nine at the High end.

      (2) Tally the number of times each rating was selected for each of the 15 evaluation areas as illustrated in Figure 2 below.

Figure 2

Tallying the Ratings

Evaluation Area	Rating								
		Low			Medium			High	
	1	2	3	4	5	6	7	8	9
1. Occupational Orientation and Exploration	///	////	///	////	////	///	//	/	/
2. Relevance of Course Content	////	///	////	///	////	////	///	////	//
.									
.									

(3) Multiply the number of tally marks by the number of the category it is in. (See Figure 3 below) For example, for Occupational Orientation and Exploration, there are seven tallies in category two. Multiplying 7 x 2 gives a product of 14.

Figure 3

Multiplying the Rating Tallies

Evaluation Area	Rating								
	Low				Medium				High
	1	2	3	4	5	6	7	8	9
1. Occupational Orientation and Exploration	3x1= 3	7x2= 14	3x3= 9	4x4= 16	6x5= 30	3x6= 18	2x7= 14	1x8= 8	1x9= 9
. . . 15.									

(4) Sum the products across the 9 ratings for each area and divide by the total number of tallies for that area. (See Figure 4 below.) This will yield an average score for each evaluation area at the regional level.

Figure 4

Adding the Rating Tallies

Evaluation Area

1 $\quad \frac{3 + 14 + 9 + 16 + 30 + 18 + 14 + 8 + 9}{30} = 4.03$ (average score)

(total number of tallies)

b. Summarize the Program Rankings by calculating the sum of ranks.

(1) Tally the number of times each area received each rank. (See Figure 5.)

Figure 5

Tallying the Ranks

Evaluation Area	Ranking 1	2	3	. .	15
1. Occupational Orientation and Exploration	𝍸 ///	𝍸	////		//
. . 15.					

(2) Multiply the number of tallies in each category by the rank of that category to form products. (See Figure 6)

Figure 6

Multiplying the Ranking Tallies

8 x 1 = 8 5 x 2 = 10 4 x 3 = 12 2 x 15 = 30

(3) Sum these products and divide by the total number of tallies. (See Figure 7)

Figure 7

Adding the Ranking Tallies

$$\frac{8 + 10 + 12 + 30}{18} = 3.33$$

(sum of products) (average rank) (total # of tallies)

(4) Place the evaluation areas in rank order. The lowest average rank indicates the highest need. The lowest score should be ranked as one, the second lowest as 2, and so on.

6. Complete the Regional Profile Form. Write in the evaluation areas by order of their ranks as illustrated in Figure 8. If more than one area has the same average rank, give the higher rank to the area with the highest average rating.

Figure 8

Example of a Completed Regional Profile Form

Evaluation Area. (Placed in rank order from highest to lowest need for improvement.)	Amount of Need for Improvement Low — Medium — High 1 2 3 4 5 6 7 8 9	Average Rating
1. Relevance of Vocational Courses		8.32
2. Locating Employment		7.75
3. Work Habits and Attitudes		6.75
4. On-the-Job Performance		5.95
. . . . 15. Up to Date Equipment		1.85

a. Enter the average rating score beside each evaluation area in the space provided.

b. Plot each average rating score on a bar graph.

c. These rankings and ratings can be reported as the degree of need for improvement for various areas of the vocational programs in your region.

7. Additional analysis of the data can be done. You may also want to:

a. Indicate the major needs for each vocational program (e.g., auto mechanics, clerical, etc.) or service area at the regional level.

b. Indicate the major needs for each school or geographic area of the region.

Additional Regional Profile Forms can be completed to display this information. Follow the same procedures described above.

8. Complete the Regional Recommendations Form.

a. Summarize the Program Recommendations. The program recommendations are organized by the 15 areas.

b. Divide the recommendation forms into these 15 areas.

c. Summarize the recommendations, and commendations in each area by reviewing, editing, combining, and eliminating repitition. You may also want to organize the recommendations by vocational program or service area.

d. Generate additional regional level recommendations based on your review of the findings and recommendations provided by each local craft committee.

9. Prepare an Evaluation Report for your region which includes:

a. Brief description of the number and type of programs which were evaluated.

b. Summarized Program Profiles

c. Summarized Program Recommendations

d. Regional Recommendations based on your review of the data

e. Other comments

10. Submit the Regional Evaluation Report to the Regional Director of Vocational Education. If possible, arrange a meeting with the director to discuss the evaluation findings and recommendations. Also submit a copy of your report to the State Advisory Council.

GUIDELINES FOR THE REGIONAL DIRECTOR OF VOCATIONAL EDUCATION

As regional director, you play a key role in facilitating the success of the evaluation process. Your assistance is primarily needed in three areas:

1. Providing organizational support for the evaluation process in your region;

2. Assisting the regional advisory committee to orient the local craft committees and vocational teachers in your region; and

3. Guiding the Regional Advisory Committee as they complete their part in the evaluation.

Organizational Support

An effort should be made in each region to involve all the local craft committees and the vocational programs which they advise in the evaluation process. You can help generate enthusiasm and involvement in the evaluation by communicating your support for the effort to your vocational teachers. Help the teachers in your region understand that this is not an evaluation of vocational personnel but rather a method for helping advisory committees provide advice for improving vocational programs at the local, regional, and state levels.

For those vocational programs in the region which have no local craft committees, or at best, a small or inactive one, you may want to ask a local craft committee in a related occupational area or help form a group from the local community (parents and local employers) to evaluate the program.

During the evaluation process you can provide organizational support by providing release time or substitute teachers for teacher involvement in the evaluation process.

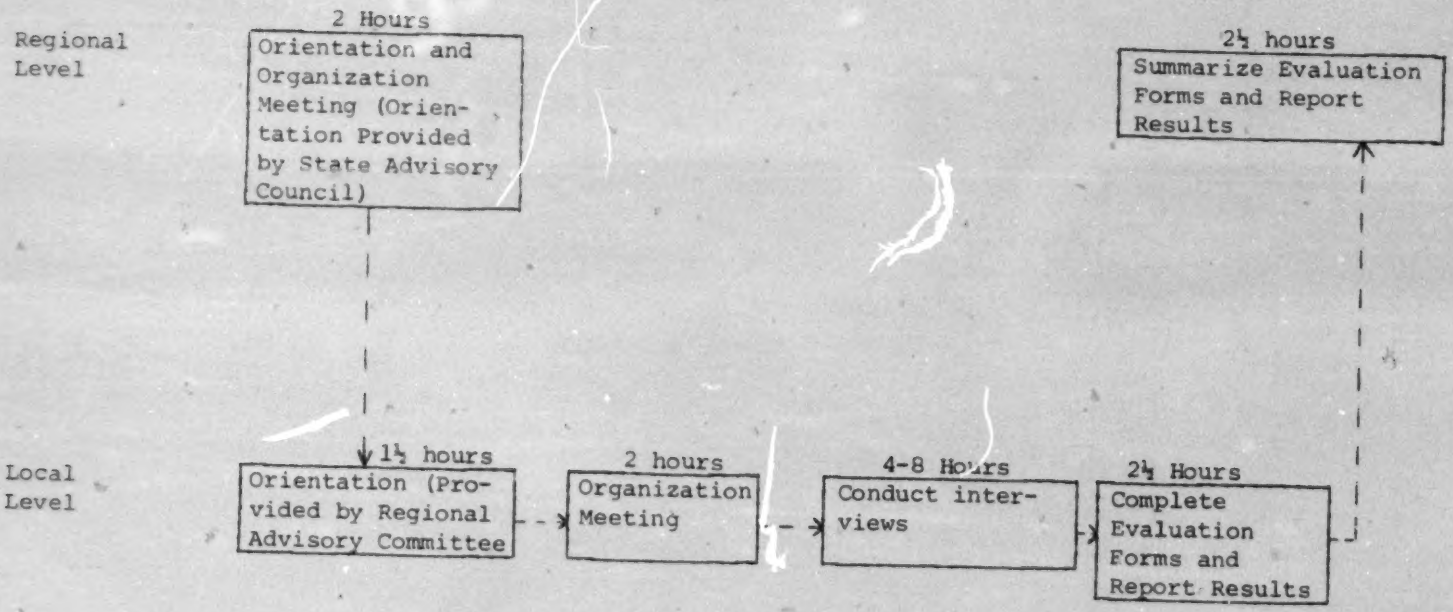
The time requirements for the evaluation are illustrated in the Time/Effort Chart on the next page (Figure 1).

Orientation for the Local Level Involvement

All the regional advisory committees and vocational directors in the state will be introduced to the evaluation process by the State Advisory Council. Each regional advisory committee with assistance from the vocational director should then provide orientation for local teachers and craft committee chairpersons in their region. If possible this should be accomplished in one centralized meeting. Orientation activities should be based on the information contained in the Organization Manual and modeled after the orientation provided by the State Advisory Council. You should also become familiar

Figure 1

Time/Effort Chart for KACES



with the information in the Procedures for Local Craft Committee and Interview Guide so that you can help explain the process to persons at the local level.

After orientation is provided local craft committees should be able to complete their part in the evaluation with only minimal assistance from the regional level.

Guidance for Regional Level Involvement

Become familiar with the tasks to be performed by the Regional Advisory Committee as they are explained in the Procedures for the Regional Advisory Committee. Provide guidance to your committee as they accomplish these tasks.

Encourage your regional craft committee to become involved in the evaluation activities at the local level. If possible, each regional advisory committee should work with the local craft committees in one school or service area to help them contact people to interview and to conduct interviews. Encourage your regional advisory committee to engage in interviews with students, graduates, teachers, and local employers. Information from interviews can be used when the regional committee summarizes the local evaluation results and generates summary recommendations for improving vocational education in the region.

Kentucky Advisory Committee Evaluation System

PROCEDURES FOR THE LOCAL CRAFT COMMITTEE

Two meetings of the craft committee are needed to accomplish the evaluation. Approximately two hours should be set aside for the first meeting and two-and-a-half hours for the second meeting. Six to eight weeks should be allowed between the two meetings for conducting the interviews.

First Meeting

At the first meeting, the craft committee members should (1) become oriented to the evaluation process and (2) organize for completing the evaluation tasks.

1. Orientation. The orientation should be accomplished by the vocational teacher and a representative from the regional advisory council, if possible. Craft committee members should be introduced to:

   a. The purpose,

   b. An overview of the procedures,

   c. The 15 evaluation areas,

   d. The two evaluation instruments which will be completed, and

   e. Needed materials and time requirements for conducting the evaluation.

2. Organization. To complete the evaluation task, the local craft committee should divide into three teams. Each team will conduct personal interviews with either vocational teachers, students and graduates of the vocational program, or local employers.

   a. Team one will interview vocational teachers. This team will probably need the fewest members.

   b. Team two will interview vocational students and graduates. This team will probably need the most members.

   c. Team three will interview local employers. This team will probably need more members than team one and fewer members than team two. If your craft committee is small, you may want to invite additional community members or educators (employers, parents, teachers, or counselors) to assist you.

3. An Interview Guide has been prepared containing suggested interview questions for interviewing each group. All craft committee members should receive a copy of the introductory instructions for conducting interviews. (Section I of the Interview Guide).

   a. Each member of team one should receive the questions for interviewing vocational teachers. (Section II of the Interview Guide).

   b. Each member of team two should receive the questions for interviewing students and the questions for interviewing graduates. (Section III and IV of the Interview Guide).

   c. Each member of team three should receive the questions for interviewing local employers. (Section V of the Interview Guide).

4. Before the next meeting of the craft committee, each team member should work individually to contact and interview people from their group. Guidelines for contacting people to interview and conducting the interviews are contained in the introductory instructions in the Interview Guide.

Second Meeting

At the second meeting, the craft committee should complete, as a group, one copy of the Program Profile and one copy of the Program Recommendations form. These are located at the back of the Procedures for the Local Craft Committee.

This will be a challenging task. Do the best job possible in drawing conclusions from your interviews. Remember that you probably now know more about vocational education than most other local craft committees in the nation. You may not feel that you have the expertise to make decisions about major needs in vocational programs. But vocational educators are extremely interested in the opinions of local craft committees. So please complete every item even when you feel that you don't know enough.

5. Each team should summarize the results from their interviews for each of the 15 evaluation areas.

   a. Select one committee member to serve as a group leader and one member to serve as group recorder.

   b. Each team should present the findings of their interviews in turn. The role of the group leader is to help keep the presentations on target and to ask the presenters probing questions to generate more specific information. You may also want to set time limits for the presentations.

   c. Discuss the observations and findings of the three teams. Draw conclusions about the major strengths and weaknesses of the vocational education program.

6. Complete one copy of the Program Recommendations form as a group. Use additional sheets if necessary. Use the form to record your major recommendations and commendations. Organize your conclusions by the 15 evaluation areas. An example of a completed Program Recommendations form is presented in Figure 1.

   a. Develop recommendations for up to five areas of the vocational program which are in greatest need of improvement. Recommendations should be concrete activities or actions that should be taken to help improve the current situation. When possible, back up your recommendations with the findings from your interviews.

   b. Develop commendations for up to three areas of the vocational program which are the most outstanding. Support your commendations with information from your interviews.

7. Complete one copy of the Program Profile form as a group. The purpose of this form is to provide a summary of your evaluation findings. You will use this form to rate the degree of the need for improvement for each of the evaluation areas that you investigated. An example of a completed Program Profile is presented in Figure 2.

   a. Use a democratic process for completing the form. Seek concensus or agreement from the committee when entering a rating.

   b. Complete the right hand side of the form first. Assign an overall rating of low, medium or high need for improvement to each of the areas listed by placing a dot in the appropriate square. The rating refers to the need for improvement. Areas which are in greatest need of improvement should be rated the highest. Notice that there are nine possible ratings that each area could receive. Try to distribute the ratings across the grid so that all nine ratings are used at least once. You are comparing each area with every other area to select those areas which most need to be improved. As you complete the form, you may go back and re-rate areas if the group decides that the ratings need to be altered. After you have rated each item, connect the ratings by drawing lines between the dots to form a profile as illustrated in the example in Figure 2.

   c. Complete the left hand column of the form. Rank the items from 1 to 15 in order of highest to lowest in overall need. The highest need area should receive the rank of 1, the second highest the rank of 2 and so on. If more than one item has been given the same rating decide as a group which item should be ranked higher. No items should receive the same rank.

8. Share the results of the evaluation with the local educators involved in this program and with the regional advisory committee.

Figure 1

Example of a Completed
Program Recommendations Form

Program Recommendations

Program: Practical Nursing

School: Blue Grass Vocational School

Recommendations

A. Occupational Orientation and Exploration. Many practical nursing students have an unrealistic view of their future career. They have limited knowledge about working conditions, typical daily routine, and opportunities for advancement. Provide opportunities for every student in the program to spend time with a practical nurse while on the job.

F. Laboratory and Cooperative Work Experience Opportunities. Teachers spend a large percentage of their time in lecture situations which leaves insufficient time for developing skills and techniques needed on the job. Enable students to spend more time practicing job skills and less time listening to the teacher talk.

I. Locating Employment. Employers indicated that a large number of students they had interviewed were not prepared for their initial job interview. Students do not know how to prepare a resume and were aware of only newspapers as a source to look for jobs. Include topics on "how to apply for jobs" and "job interview techniques" for practical nursing students.

Commendations

L. Work Habits and Attitudes. Graduates of the program showed highly positive attitudes toward their jobs and exceptional integrity in solving job related problems. The program should be commended for helping students develop highly positive work habits and attitudes.

O. Continuing Career Development After Employment. The program maintains contact with graduates through bi-monthly problem-solving seminars. These appear to be highly successful.

D. Relevance of Course Offerings to Available Job Opportunities. Over 95 percent of the graduates of the program have been placed in jobs related to their training. The program appears to be meeting job market demands very well.

Figure 2

EXAMPLE OF A COMPLETED
PROGRAM PROFILE

Program: Agribusiness

School: Central Kentucky Vocational Center

Ranking of the Need for Improvement		Evaluation Areas	Rating of the Need for Improvement (Low Need / Medium Need / High Need)
2	Relevance of Content	A. Occupational Exploration and Orientation	
12		B. Relevance of Course Content to Current Job Practices	
15		C. Up to Date Equipment	
6		D. Relevance of Course Offerings to Job Opportunities Available	
13	Job Entry Skills	E. On-the-Job Performance	
10		F. Laboratory and Cooperative Work Experience Opportunities	
14		G. Equal Educational Opportunities	
7		H. Program Entry Requirements, Course Requirements, and Student Evaluation Procedures	
1	Employability Skills	I. Locating Employment	
9		J. Maintaining Employment	
11		K. Interpersonal and Public Relations with Supervisors, Co-workers, and Customers	
3		L. Work Habits and Attitudes	
8		M. Personal Habits	
5		N. Reading, Communication and Math Skills	
4		O. Continuing Career Development After Employment	

a. Submit a copy of the program profile and recommendations to the teacher(s) involved in this vocational program and to the principal(s) of the school(s). Ask them to provide your committee with written feedback concerning their reaction to the recommendations and "next steps" toward implementation. If possible, communicate the results in person to the vocational teacher(s) and the school principal so the recommendations and possibilities for implementing them can be discussed.

b. Submit a packet of materials to the Regional Advisory Committee. This packet should include:

   (1) Program Profile

   (2) Program Recommendations

   (3) Other Comments (number of advisory committee members participating, number of individuals improving the evaluation process)

Kentucky Advisory Committee Evaluation System

GUIDELINES FOR THE VOCATIONAL TEACHER

The vocational teacher can provide the following types of assistance during the evaluation process.

1. Become familiar with the evaluation process as it is explained in the Organization Manual and Procedures for the Local Craft Committee. Use the information in those two evaluation guides to help explain the process to your craft committee at the first meeting.

2. Provide the craft committee members who are interviewing students, graduates and local employers with a representative list of interview candidates from which they can choose.

   a. The student list should include, if possible: high, average, and low achievers; males and females; minorities; and 11th and 12th graders.

   b. The graduate list should include: employees in jobs related to their training; employees in jobs unrelated to their training; unemployed graduates; new employees; and employees who have been working a year or more.

   c. The employer list should include: large and small businesses; newly established and older businesses; and employers who have hired many graduates as well as those who've hired only a few.

3. Help craft committee members to set up their interviews. You should not be part of the interview teams, however. Allow the craft committee members to conduct the interviews personally.

4. As your craft committee goes through the interview guide, you may want to assist them in selecting appropriate questions and rewording questions to make them more relevant to your vocational program.

5. One craft committee team will interview you in your role as vocational teacher. This interview will probably require about one hour. If it can be arranged, consider being interviewed in a "fish bowl" setting with the other craft committee members listening in. The interview might be done at a luncheon or dinner. Your response to the interview questions will provide the craft committee with a comprehensive base of information about the vocational program.

6. When the craft committee gathers for their second meeting, you should meet with them for the first half of the meeting to ensure that they know how to fill out the two evaluation forms correctly. However, when the committee members are ready to fill out the evaluation forms, you should excuse yourself. Your absence will encourage your craft committee to discuss the information collected from the interviews frankly and to record their honest rankings and recommendations

7. Ask the craft committee to share their evaluation results with you when they have completed the two forms. Please take some time to discuss their rankings and recommendations for the vocational program and to provide feedback concerning follow-up actions you will undertake to implement their advice. If you do not agree with any of the results, share your perceptions with the committee. They may want to change their evaluation or they may want to keep it same. Encourage the craft committee to make their own decisions. Remember that this is not a personnel evaluation. The purpose is to help your craft committee become a better resource for you. The evaluation process provides a second pair of eyes to help you see the vocational program as other people see it.

Kentucky Advisory Committee Evaluation System

INTERVIEW GUIDE

Section I: Introductory Instructions

Purpose of the Interviews

The purpose of the interviews is to provide the craft committee with in-depth information about the vocational program. You and other members of the craft committee will use the information collected during the interviews to draw conclusions about the vocational program and to recommend changes for its improvement.

Your craft committee will divide into three teams. Each team will interview either the vocational teacher(s), students and graduates of this vocational program, or local employers. The sections of this guide contain questions for interviewing one of these groups. Each craft committee member will receive the section for the group (s)he is interviewing.

Section II: Questions for Vocational Teachers
Section III: Questions for Students
Section IV: Questions for Graduates
Section V: Questions for Local Employers

During the interviews, each person on your craft committee will be looking at "only one slice of the pie" since each committee member will be speaking to different people. When you come together at your next committee meeting, you will share the results from your interviews verbally with the other craft committee members. The craft committee will then, as a group, draw conclusions about the vocational program and complete two short evaluation forms, Program Profile and Program Recommendations.

The evaluation process is organized around 15 major evaluation areas. These areas are listed in Figure 1. The interview questions in each section of this guide are divided among these 15 areas. However, not all 15 areas will be covered with each group that is interviewed. The final evaluation forms which you will complete at your next meeting are also organized around these 15 evaluation areas. Please look over a copy of the Program Profile and Program Recommendations before conducting your interviews. Your craft committee chairperson and the vocational teacher have copies.

Figure 1

Major Evaluation Areas

Relevance of Content

A. Occupational Orientation and Exploration

B. Relevance of Course Content to Current Job Practices

C. Up to Dateness of Equipment

D. Relevance of Course Offerings to Available Job Opportunities

Job Entry Skills

E. On the Job Performance

F. Laboratory and Community-based Work Experience Opportunities

G. Equal Educational Opportunities

H. Program Entry Requirements, Course Requirements, and Student Evaluation Procedures

Employability Skills

I. Locating Employment

J. Maintaining Employment

K. Interpersonal and Public Relations with Supervisors, Co-workers, and Customers

L. Work Habits and Attitudes

M. Personal Habits

N. Reading, Communication, and Math Skills

O. Continuing Career Development after Employment

Selecting Interview Questions

The interview questions suggested in the guide are meant to be used with flexibility. Not all the questions will apply to the vocational program you are evaluating. For example, questions about employability skills may not be appropriate for a home economics program. Just use the questions which are pertinent to your vocational program. Reword questions to adapt them to your program. Feel free to also add questions of your own. The vocational teacher can assist you in selecting appropriate interview questions. Before you conduct your interviews go through the interview questions and circle those which you plan to ask.

Selecting People to Interview

Each craft committee member should arrange interviews with individuals from the group they have been assigned to interview. Interviews may be conducted in person or over the phone. Another alternative is to provide the individual with a series of written questions and ask them to write out answers.

Each craft committee member should conduct separate interviews and interview as many people as possible. If possible, speak to each person individually. Students and graduates may be interviewed in groups if necessary.

The vocational teacher will provide a list of interview candidates for you to select from. Some guidelines for selecting people to interview are described below.

Team One. The most questions have been developed for interviewing the vocational teacher. However, the fewest number of separate interviews are required of team one. Plan to conduct an in-depth interview with the vocational teacher(s). If there is time, you should consider conducting your interview in a "fishbowl setting" with the other craft committee members listening in.

Team Two. Some members of team two should interview students and some members should interview graduates. Select a variety of students to interview, such as minority students, both above and below average students, and both male and female students. You will probably want to focus on 11th and 12th grade students. When selecting graduates to interview, select representative graduates of this vocational program. For example, graduates should be interviewed who: are employed in a job related to their training; are employed in a job unrelated to their training; are unemployed; are newly employed; and have been employed for a year or more.

Team Three. Members of team three should speak to as many employers in occupational fields related to this vocational program as possible. One good source of employers is other members of the local craft committee. Feel free to interview your fellow craft committee members but also interview some non-committee employers.

Select a variety of employers to interview, such as both large and small businesses, both newly established and older businesses, and both employers who have employed many graduates of this vocational program and those who have employed only a few.

Conducting the Interviews

Introduce the individuals you are interviewing to the purpose of your evaluation. Help them understand that your purpose is not to judge the quality of the vocational programs but rather to provide practical recommendations for improving the programs.

During the interviews, try not to accept simple "yes" or "no" answers. You may want to pursue responses using interviewing techniques. For example:

1. Probe the person you are interviewing by using phrases such as: "Please explain your answer." "Can you give me an example to illustrate that." "That's interesting--tell me more about that." "I don't quite understand what you mean."

2. Paraphrase or repeat back the interviewee's answers to make sure that you both have the same interpretation.

3. Help the person you are interviewing stay on target if (s)he begins to talk about topics which are not relevant or elaborates too much. Bring the conversation back on target by using phrases such as "Since our time is limited, let's go on to the next question."

During each interview, record answers to questions and your own observations, insights, and recommendations on scratch paper. After completing all the interviews you should prepare a Work Sheet similar to the example in Figure 2 below. Use the work sheet to summarize your interviews. Organize your summaries by evaluation area so that you have a separate summary for each area you investigated. Record the strong and weak points of the vocational program in relation to each evaluation area. You will not be asked to turn in your interview results so use a format that will help you discuss your findings with other craft committee members.

Figure 2

Example Work Sheet

(for a person who interviewed students)

Evaluation Area	Facts/Comments/Suggestions
A. Occupational Orientation and Exploration	Strong: In general, students could name many local businesses they could work for and could describe typical working conditions to be found in various types of businesses (gas station, garage, car dealer). Weak: In general, students were unclear about job requirements, could not adequately describe a typical day on the job, did not know salary ranges, and were unfamiliar with opportunities for advancement.
B. Relevance of Course Content	Strong: Students have excellent knowledge of brakes and well-balanced beginning knowledge of the trade. Weak: Students do not receive enough training in specialty areas, such as: Tuneup, Electrical Diagnosis, Front End Alignment, Air Conditioning, and Automatic Transmissions. Local garages need people with knowledge in these areas.

Section II: Questions for Interviewing Vocational Teachers

A. Occupational Orientation and Exploration

1. What activities are used to help junior high school students interested in this field explore occupations before they enter high school?

2. What procedures are used to help entering vocational students select a program which fits their interests and abilities?

3. What methods and materials are used to provide vocational students with current information about employment opportunities, salaries, job requirements, working conditions, and current practices in their chosen occupation?

4. What experience-based instructional activities are used to directly introduce vocational students to business and industry (e.g., field trips, career day, resource people from business and industry, etc.)?

B. Relevance of Course Content to Current Job Practices

(Review the primary instructional materials used by the teacher(s) and students in this program. Ask the teacher if you can scan some of the following materials which they should have available: course outline(s), course objectives, lesson plans, and classroom test(s). Also glance through the primary textbook and primary laboratory manual used in each course. Your primary interest in this quick review of the course materials is to see if the content is reasonably up to date, accurate, and focused on the essential skills students need to learn.)

5. What are the vocational course offerings in this program?

6. What are the primary competencies students learn in this program?

7. How were the competencies needed in this occupation identified? What steps or procedures were used to make sure that they were, in fact, needed in the occupation?

8. When was this program last updated? How was this done?

9. What topics taught in this occupation do you feel need to be updated?

C. Up to Date Equipment

10. What process is used for reviewing and updating the equipment?

11. What equipment, if any, do you feel needs to be replaced in the near future?

12. What alternative solutions are sought when there is not money available to replace obsolete equipment?

13. What recommendations do you have for improving the laboratory and shop equipment available to students?

D. Relevance of Course Offerings to Available Job Opportunities

14. What procedures do you use for maintaining current information about local employment opportunities? state employment opportunities? national employment opportunities?

15. What procedures are used to limit student enrollment in overcrowded occupational areas?

16. What procedures are used to initiate new programs or courses in emerging fields with many job opportunities? What new programs, if any, have been initiated within the past five years?

17. What procedures are used to stop programs that offer few job opportunities or those in which students can receive better job training elsewhere? What programs, if any, have been dropped within the past five years?

18. In what ways do you involve representatives from the manpower community (other than advisory committees) in planning, evaluating, and updating vocational programs and courses?

E. On the Job Performance

19. In your candid estimation, what percent of the vocational students graduating from this program are in each of the following categories: (Read all the categories one time then ask the teacher to estimate the percentage of students which fall into each.)

a. Low proficiency in job entry skills?*
b. Below average proficiency in job entry skills?
c. Average proficiency in job entry skills?
d. Above average proficiency in job entry skills?
e. High proficiency in job entry skills?

* Job entry skills are those skills that a person has to have on initial employment.

F. Laboratory and Cooperative Work Experience Opportunities

20. What percentage of the students in the program are involved in cooperative work study or other community based work experience programs this year?

21. What types of work settings are currently being used?

22. Are there enough work stations to serve all the students? What alternatives are used for giving work experience to students who cannot be placed in real job settings?

23. On the average, how many hours per week are students involved in practicing their job skills in laboratory or work settings?

24. What outside work assignments have been used this year in the laboratory or shop? What procedures are followed in locating outside assignments?

G. Equal Educational Opportunities

25. Are both males and females enrolled in the program? If yes, what percentage of each make up the total enrollment? (If the percentage for either sex is low find out if any efforts are being made to increase enrollment.)

26. What opportunities are there for physically and mentally handicapped students to participate in this program? What special assistance (counseling, alternative programs, etc.) is provided for these students?

27. What percentage of ethnic minority students are involved in this program? What type of assistance is offered to students with limited English speaking ability?

28. What type of assistance is provided to potential dropouts and early school leavers?

H. Entry Requirements, Course Requirements, and Student Evaluation Procedures

29. What are the entry requirements for this program? What courses are required for graduation?

30. What evaluation procedures are used to measure students performance and knowledge of job skills prior to, during, and at the end of their vocational program? How are the results from the tests used?

31. If a student is having difficulty in a particular vocational course, what procedures are used to help the student develop the necessary skills? (For example: special tutoring, remedial courses, etc.)

32. What procedures are used to deal with students who are frequently absent from or tardy to their vocational classes?

I. Locating Employment

33. What type of job placement services within the school are provided for students?

34. What procedures are used to coordinate job placement efforts of teachers, counselors, and coordinators within the school to avoid over-solicitation of industry?

35. What job placement avenues outside the school are used? (e.g., State Employment Service, Newspapers, Private Employment Agencies, Trade Magazines and Journals, etc.) How does the school coordinate with placement organizations outside the school?

36. What percent of last year's graduates of this program were placed by or through the school? What percent of last year's graduates entered training related occupations?

37. What classroom and out-of-school activities, if any, are used to introduce students to the process of locating and applying for employment?

38. How do students learn about the following:

    a. Using sources of employment information (e.g., newspaper want ads, employment agencies, etc.)
    b. Job interview techniques
    c. Completing job application forms
    d. Preparing resumes, work samples, personal references

J. Maintaining Employment

39. What percent of last year's graduates who entered training related occupations completed the initial job entry period successfully? For those who did not complete the initial period, do you know why?

K. Interpersonal Relations with Supervisors, Co-workers, and Customers

40. What classroom and out of school activities, if any, are used to help students develop interpersonal skills for interacting with supervisors, fellow workers, and customers?

L. Work Habits and Attitudes

41. What classroom and out of school activities, if any, are used to help students develop positive work habits and attitudes?

42. How are students helped to develop the following habits?

    a. Dependability, and efficient time utilization
    b. Responsibility and initiative
    c. Safety precautions and neatness in performing job tasks
    d. Positive attitude toward work

M. Personal Habits

43. What classroom and out of school activities are used to help students develop good personal habits? (e.g., appropriate dress? money management? health? and social behavior?)

N. Reading, Communication, and Math

44. What process is used for coordinating students' vocational and academic instruction so that vocational courses emphasize academic skills and academic courses have vocational applications?

45. Is remedial assistance provided for poor readers, slow learners, or other students with below average academic skills? If yes, how is this done?

46. What opportunities do students have to practice the following skills:

a. public speaking - extemporaneous and prepared
b. listening and remembering instruction
c. creative writing
d. summarizing reading material

O. Continuing Career Development after Employment

47. How does the school prepare students in the following career development areas:

a. seeking job advancement through promotion
b. transferring skills in one occupational area to a related job
c. willingness to learn new job skills and participate in continuing education after employment
d. leaving a job due to being fired or layed off, or for personal reasons

48. What follow-up activities does the school provide to help students continue to learn after they leave school? For example:

a. follow-up questionnaire
b. follow-up job counseling and/or placement
c. continuing education

Section III: Questions for Interviewing Vocational Students

A. Occupational Orientation and Exploration

Ask students several questions to find out how much they know about working conditions and requirements in business and industry. For example:

1. Describe a typical day on the job as a _____. (insert name of occupation)
2. What businesses or industries in this city could you work for?
3. What geographic areas offer the greatest opportunities for employment in this occupation?
4. What job requirements will you have to meet to become employed in this occupation?
5. What are the opportunities for advancement in this occupation?
6. What is the salary range for this occupation?
7. What do you think are the main disadvantages of working in this occupation? Advantages?
8. What do you expect the working conditions for this job to be like? (e.g., hours, physical climate, amount of repetitious tasks, etc.)
9. Why did you enroll in this vocational program? If you had it to do over, would you enroll in the same program?

B. Relevance of Course Content to Current Job Practices

10. What parts of your school coursework do you feel are best preparing you for the job you will do after graduation?
11. How do you think your courses could better prepare you for your job?

E. On the Job Performance

12. (To explore the specific job entry skills, ask the student several "How to" questions related to performing entry level skills needed on the job. Several examples are listed for cosmetology.)

"What steps would you follow in bleaching virgin hair? How would you partition the hair and in what sequence would you cut each partition for a precision cut?"

Formulate several questions related to key skills in the occupational area for which the student is preparing.

F. Laboratory and Cooperative Work Experience Opportunities

13. Briefly describe the part time jobs and other work experience you have had.

14. How many hours of laboratory or shop instruction have you had? Briefly describe some of the things you have worked on in your lab or shop.

I. Locating Employment

15. What are some of the sources you would use to look for a job? (For example: newspaper want ads, employment agency)

16. What kind of information would you want to know about a job before you agreed to accept it?

17. Have you ever prepared a resume?

18. Have you ever filled out a job application form?

19. Will you have to take a pre-employment test to get a job in your field? How would you prepare for taking this test?

20. Have you ever been in a job interview with an employer? Do you feel that you could do well in a job interview?

J. Maintaining Employment

21. If you find a job related to your training after you graduate, what reasons would motivate you to leave that job?

22. For what reasons do you think people are fired from their jobs?

L. Work Habits and Attitudes

23. What would you do if you were a boss and one of your employees is frequently absent from work without permission?

24. If you had to visit the doctor during work, what would you tell your employer?

25. Pretend it's your fi[illegible]y on a job as a car salesman. Your boss introduces you [illegible] other salesmen and leaves telling you to "sell those cars." You have received no other instructions. What would you do to learn more about your job?

26. Pretend you are a helper on a heavy construction job. You allow a big tractor to overheat and drive it till it breaks down. You know your boss will be upset about your mistake. What would you do?

27. What would you do if one of your co-workers was taking goods from work without permission?

28. What safety rules would you follow when _____? (name a job task for this occupation requiring safety precautions)

29. Do you enjoy working in and of itself or do you see it more as something you have to do to make money?

30. If you thought of a better way to do part of your job than what your boss suggested, what would you do?

Section IV: Questions for Interviewing Graduates

A. Occupational Orientation and Exploration

1. In what ways does your present job not meet the expectations you had when you were student with respect to salary? working conditions? employment opportunities? day to day routine? opportunity for advancement? other expectations?

2. If you had it to do over, would you have entered this occupation?

3. What parts of your school work do you feel have best prepared you for your present job? (Ask the graduate to name particular courses, work experience opportunities, etc.)

4. What areas of your job do you wish your school work had covered in more detail? in less detail?

5. In what areas of your job did you feel you had out of date or inaccurate information when you started working?

6. Overall, how do you think your education could have better prepared you for your current job?

7. If you had it to do over, would you have enrolled in this vocational program and taken the courses you did?

E. On the Job Performance

8. What parts of your job do you feel the least comfortable doing?

9. What parts of your job do you feel you are the best at?

I. Locating Employment

10. How did you go about looking for a job?

11. What problems did you have looking for a job?

12. What could your school have done to better help you to find a job?

J. Maintaining Employment

13. Have you had the same job since you graduated? (If not, ask the student to describe why he left the job.)

14. Have any of the students in your graduating class quit their jobs voluntarily? Why do you think they quit their jobs?

15. Have any of the students in your graduating class been fired? Why do you think this happened?

K. Interpersonal Relations with Supervisors, Co-workers, and Customers

16. What problems have you experienced, if any, in getting along with other people you work with? For example: problems with your boss? problems with your co-workers? problems with customers?

L. Work Habits and Attitudes

17. Do you enjoy your job? What do you enjoy most about it? What do you enjoy least about it?

18. If you had to be absent from work for personal reasons, what would you tell your boss?

19. If your boss asks you to do something that you don't completely understand and then leaves, what would you do to learn more about the task?

20. If you make a mistake on the job that you know your boss will be very upset about, what would you do?

21. If you think of a better way to perform one of your job tasks than what your boss suggests, what would you do?

22. What would you do if one of your co-workers is taking goods from work without permission?

23. Do you think that your vocational program helped you to develop good work habits, such as responsibility? dependability? pride of craftsmanship? willingness to continue to learn new things? following safety rules? using time efficiently? How could your vocational program have helped you more in these areas?

N. Reading, Communication, and Math

24. Do any of your skills in reading, math, or communication need to be improved in order for you to perform your job? If yes, what skills?

O. Continuing Career Development After Employment

25. Have you participated in any further job training since you started working? If yes, what type?

26. Have you received any promotions or salary raises since you started working? What future opportunities for advancement do you have in this field?

27. In what related jobs do you feel qualified to seek employment if you could no longer work in this occupation?

Section V: Questions for Interviewing Employers

B. Relevance of Course Content to Current Job Practices

1. In what areas of their jobs do students tend to be poorly informed when they start working?

2. Would you recommend any additional topics which should be taught to students preparing for this occupation?

3. In what areas of their jobs do students tend to know the most about when they start working?

4. Do you feel that students are taught any subjects in their vocational program that they don't need on the job?

C. Up to Date Equipment

5. From your experience, what equipment or technology used in this occupation are students typically unfamiliar with when they begin working?

D. Relevance of Course Offering to Job Opportunities Available

6. For which jobs does your firm have the most difficulty in recruiting qualified employees?

7. For which jobs does your firm have too many applicants?

8. What training programs would you recommend limiting the enrollment in or dropping all together because employment opportunities are scarce?

9. What are your recommendations for improving the coordination between your firm and vocational education for better developing employees to meet your manpower needs?

E. Performance of Job Skills

10. In your candid estimation, what percent of the vocational students graduating from this program are in each of the following categories: (Read all the categories one time then ask the employer to estimate the percentage of students which fall into each.)

a. Low proficiency in job entry skills
b. Below average proficiency in job entry skills
c. Average proficiency in job entry skills
d. Above average proficiency in job entry skills
e. High proficiency in job entry skills

F. Laboratory and Cooperative Work Experience Opportunities

11. Do you think that vocational students receive enough practice of their job skills in real or laboratory work settings before they graduate?

12. Have you employed work-study students? (students who work part time and attend school part time)

13. What problems, if any, have you experienced in employing work-study students?

14. How could the vocational school assist you in:

a. Providing part time jobs for more students?
b. Providing a greater variety of part time jobs for students?

15. What recommendations do you have for improving the work study program?

G. Equal Education Opportunities

16. How could vocational education programs better help you fill affirmative action requirements?

17. How could vocational education programs improve the chances of people with handicaps in finding and maintaining employment with your company? For example:

a. Individuals with physical handicaps?
b. Individuals with mental handicaps?
c. Individuals with limited English speaking ability?
d. Males and females in non-traditional occupations?
e. Others?

I. Locating Employment

18. How do you usually obtain applicants to fill jobs? Would you like to see these sources changes or expanded in any way?

19. What are your main reasons for rejecting an applicant after the initial interview?

20. Once a choice of applicants has narrowed to a final few, what is the primary reason for hiring one applicant over another?

21. What are the major areas of improvement needed by job applicants?

J. Maintaining Employment

22. What is (are) the primary reason(s) your firm terminates employees (excluding resignations and RIF's)?

K. Interpersonal Relations with Supervisors, Co-workers, and Customers

23. What are the major areas of improvement needed by your employees from vocational programs in interpersonal relationships with supervisors? co-workers? customers?

L. Work Habits and Attitudes

24. What are the major areas of improvement needed by your employees from vocational programs in their work habits--for example: dependability and follow-through? efficient time utilization? responsibility and initiative? safety precautions? neatness and pride of craftsmanship? use of instructions? What recommendations do you have for improving the school's role in developing students work habits?

25. What improvements are needed in attitudes toward work held by your employees from vocational programs?

M. Personal Habits

26. What improvements are needed in the personal habits of your employees from vocational programs? For example: social behavior? dress? money management?

N. Reading and Communication and Math

27. Do your employees from vocational programs typically have adequate reading, communication and computation skills to do their jobs? If no, in what areas do skills need to be improved?

O. Continuing Career Development after Employment

28. Are your employees from vocational programs typically able and motivated to change and advance in their jobs? For example: are they willing to learn new job skills? Are they able to transfer skills from one job to a related job?

KACES

Evaluation Instruments

I. Program Profile

II. Program Recommendations

III. Regional Profile

IV. Regional Recommendations

PROGRAM PROFILE

PROGRAM:

SCHOOL:

Ranking of the Need for Improvement from 1 to 15		Evaluation Areas	Rating of the Need for Improvement		
			Low Need	Medium Need	High Need
	Relevance of Content	A. Occupational Exploration and Orientation			
		B. Relevance of Course Content to Current Job Practices			
		C. Up-to-Date Equipment			
		D. Relevance of Course Offerings to Job Opportunities Available			
	Job Entry Skills	E. On-the-Job Performance			
		F. Laboratory and Cooperative Work Experience Opportunities			
		G. Equal Educational Opportunities			
		H. Program Entry Requirements, Course Requirements, and Student Evaluation Procedures			
	Employability Skills	I. Locating Employment			
		J. Maintaining Employment			
		K. Interpersonal and Public Relations with Supervisors, Co-workers, and Customers			
		L. Work Habits and Attitudes			
		M. Personal Habits			
		N. Reading, Communication, and Math Skills			
		O. Continuing Career Development after Employment			

PROGRAM RECOMMENDATIONS

PROGRAM: SCHOOL:
Recommendations
Commendations

REGIONAL PROFILE

REGION _____

NUMBER OF PROGRAMS EVALUATED _____

Evaluation Areas (Placed in Rank Order from highest to lowest need)	Amount of Need for Improvement Low 1 2 3 Medium 4 5 6 7 High 8 9	Average Rating
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

REGIONAL RECOMMENDATIONS

REGION_____ NUMBER OF PROGRAMS EVALUATED_____
Summary of Program Recommendations
Summary of Program Commendations
Regional Recommendations

NE 0057 686